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ABSTRACT

This bibliography of recent dissertations (1970 to March 1975) on the subject of attrition and retention of college students is intended to serve as a resource guide for administrators and for research in higher education. The arrangement is by type of institution for which the data were collected (public community colleges, public colleges and universities, private colleges and universities, and others), subdivided by studies of a single institution and by those studies that included data from two or more institutions. (Author)

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COLLEGE STUDENT RETENTION

AN ANNOTATED BIBLIOGRAPHY OF RECENT DISSERTATIONS (1970-MARCH 1975)

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FOREWARD

The attrition and retention of college students is a high priority topic for discussion among educators. This bibliography of recent dissertations (1970 - March, 1975) on the subject is intended to serve as a resource guide for administrators and researchers in higher education.

The arrangement is by the type of institution from which the data were collected, subdivided by studies of a single institution and by those which included data from two or more.

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All the dissertations included in the bibliography are available from University Microfilms at Ann Arbor, Michigan. The order number for each follows the date in the citation.

Additional copies of the bibliography are available, without charge, from the authors at:

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PUBLIC COMMUNITY COLLEGES

Single Institution Studies

Burdg, M.L. Relationship of Student Attrition Rates and Self-Actualization of Community College Teachers. (United States International University, 1970) 70-22,348.

This study asked two questions: (1) Are teachers with low, average, or high student attrition rates different in self-actualization, as measured by the Personal Orientation Inventory (POI)? (2) Are teachers, classified according to certain selected variables, such as status in an area of employment, different in student attrition rates or self-actualization?

Teachers were sorted into seven groups: I,II,III--low, middle, high attrition; IV,V--full or part-time. Additionally, (group VI) four observers named five teachers who in their opinion demonstrated a high level of rapport with students. Also, (group VII) an analysis of registration class section cards yielded those teachers whose classes closed first, indicating student preference for the instructor.

Significant differences in Self-Actualization scores showed up between vocational and non-vocational teachers; attrition rates were lower for full-time teachers; the five teachers names by the observers showed up in the low attrition groups and they also had instructed in at least two of the classes which filled to quota early during registration. They had POI scores equal to or above the means given by the publisher's norms for self-actualization. There were nineteen teachers whose class registration closed early and who took the POI. Of them, seven were in the low attrition group, and twelve in the middle attrition group.

Byrne, M.M. Characteristics of Dropout and Dropin Liberal Arts Students at Lansing Community College and Identification of Institutionally Controllable Variables Affecting Student Holding Power. (Michigan State University, 1974) 74-19,792.

A stratified random sample of two hundred dropout and returnee liberal arts students was selected to be interviewed by telephone. Each student was asked open-ended questions concerning reasons for attending and dropping out or returning to the college. Each was also asked to respond to statements concerning self-motivation, instruction, status, importance of college, and environment.

The results indicated that returnees were more apt to be married and that they earned higher grades than single students. Dropouts and returnees worked in equal proportions while attending college, and about the same number of hours. Both groups equally said their work interfered with college attendance.

The major finding was that non-preference students differed greatly from declared majors in the combined group. Declared majors shared a more

traditional view of college, viewed the instruction more positively, earned higher grade point averages, liked more liberal arts courses, and attended college for college-related reasons rather than for personal ones.

Cannady, A.R. A Study of Factors Which Influence Minority and Non-Minority Student Enrollment and Persistence in a Community College. (Texas Tech University, 1973) 73-23,748.

The researcher constructed a questionnaire to identify factors which influenced enrolling and persisting as perceived by minority and non-minority students, and to identify characteristics of non-attenders, non-persisters, and graduates.

Non-attenders identified the fewest positive factors of influence, graduates the most. Also, non-attenders identified one negative factor, "My knowledge of college costs, programs, and entrance requirements." The factor which most influenced all three samples was "My interest in more schooling." Factors identified as positive by graduates, but not identified as such by the other two groups were "Attitude of college instructors" and "Personal attention given students at college." Non-attenders were more interested in on-the-job training or vocational-trade schools. They differed significantly from non-persisters and graduates on 14 of 16 comparative characteristics.

Minority and non-minority students differed significantly in their perceptions of degree and/or direction of influence on 19 of the 22 factors of influence on their decision to enroll or remain. All three samples perceived strong family influence upon decisions to attend. Blacks perceived their parents as more supportive than did Mexican-American students. More non-attenders came from lower to lower-middle socioeconomic levels, with minority non-attenders lower than Anglo-American non-attenders.

Ceniceroz, R.G. The Use of Feedback Information by a Community College in Decision Making Affecting Student Retention. (Claremont Graduate School, 1974) 74-7906.

This study concerned itself with the assessment of the college's ability to increase retention by determining the "real" priorities of the system as measured by the presence or absence of effective informational feedback loops, and the priorities assigned to these. A successful loop is one in which there is a dependent working relationship among the goal, sensing mechanism, and decision maker who administers corrective action as needed. The Instructional Program and the Student Services Program were singled out for investigation since they are most apt to help determine a student's success in the academic program and a student's feeling of belonging on campus, two important influences on remaining in college.

Findings revealed that decision-makers are not convinced of the importance of retention since they still make decisions with no regard for the information or evidence available. Findings also suggested that local departmental goals are in direct conflict with larger institutional goals.

Recommendations included: (1) departmental accountability in the area of student retention, (2) student input into departmental affairs, (3) uniform departmental standards, and (4) faculty adoption of a philosophy that will be contrary to the screening role currently in vogue.

Colozzi, E.A. Did They Leave for the Best of Reasons?: A Study of Persisters and Dropouts in an Open Admissions Community College. (Columbia University, 1973) 74-6396.

The specific purposes of the study were: (1) to determine whether there were differences between regular persisters and dropouts and between open enrollment persisters and dropouts, based on selected intellective and non-intellective characteristics, and (2) to develop a profile of the open enrollment dropout.

Findings indicated that regular and open enrollment students are different and that, perhaps, minority students are not taking full advantage of the open door. Attrition rates for both regular and open enrollment students were below national figures and projected estimates at CUNY. Large proportions of those withdrawing were doing well in college. Dropouts were found to have no specific expectations from attending college, and when interviewed, expressed concern about the lack of academic challenge.

It was concluded that the academic challenge at the college may have declined because of open admissions. The success of the program may be determined by maintaining challenge while identifying students' strengths and weaknesses early. Remediation and counseling were emphasized. Career development programs were recommended as well as a job referral program for dropouts. Workshops on open enrollment were suggested for faculty and administration.

Eddy, B.B. A Study of the Relationship of Selected Student Characteristics to Persistence and Withdrawal of a Sample of Full-Time Freshmen at a Community College. (American University, 1970) 71-17,921.

This study was designed with the following objectives in mind: (1) to examine differences between the attrition and survival groups on the characteristics of age, sex, high school rank in class, the verbal, quantitative, and composite converted scores of the School and College Ability Test, and college grade point average, (2) to study differences on these characteristics between the attrition and survival groups when stratified according to academic achievement, and (3) to apply a multivariate statistical technique for the purpose of predicting students' group membership in the attrition-survival dichotomy.

The data yielded the following significant findings: (1) high school rank in class and college grade point average were discriminators between the attrition-survival groups, (2) there was a difference in the performance of dropouts and persisters in the academically failing subgroup on the criterion of

college grade point average, and (3) the seven variables discriminant function was effective in predicting group membership in the attrition-survival dichotomy.

The findings further suggested the improbability of discovering one or two simple and absolute reasons to explain the junior college dropout, and that there is a need for improved procedures and techniques in order to understand the factors influencing the dropout process.

Garcia, E.L. A Comparative Study of Community College Mexican American and Anglo American Graduates and Dropouts. (University of California, Los Angeles, 1974) 74-24,590.

The purpose of the study was to determine specific variables that cause attrition and persistence by means of the administration of a modified version of the NORCAL Questionnaire and Follow-Up Questionnaire on students who graduated or dropped out, and further, to discover reasons for possible differences in actual versus predicted academic performance of the two groups.

In this study, males had a higher attrition rate. Ethnic background was of little significance between graduates and dropouts, except that Mexican Americans as a group showed more concern for financial support and cooperative education. There were significant differences when these groups were compared by sex. Counselor-student rapport and exchange of information were significant concerns of dropouts of both groups.

Another finding was that Mexican American students lacked sophistication of school procedure. When parents of Mexican American students have become sufficiently acculturated, it is no longer a discriminating factor in community college attrition.

Gum, H.S. A Study of Dropout Propensity of Selected Community College Students. (Oregon State University, 1973) 73-25,352.

The purpose of this study was to determine if there were common factors influencing student decisions to terminate course work. The data were obtained through an exit and a follow-up interview. Students were categorized as those in transfer programs, in career programs, or undecided as to major. Questions also included the student's opinion of the program of study and college characteristics.

The major findings suggested that: (1) the major reasons for leaving were full-time employment, health, finances, and personal problems, (2) there were no significant differences in responses among the three categories of students, (3) lack of "identity," failure to seek help in making decisions, lack of personal attention by the staff, and insufficient information regarding various program options were all underlying reasons for attrition, and (4) stated reasons for leaving the community college were not necessarily the true or "real" reasons.

Kurlander, E.D. A Predictive Study of Academic Success and Persistence in a Community College Utilizing Rotter's Construct of Personal Power and Selected Variables. (State University of New York at Albany, 1971) 72-31,783.

The primary purpose of this study was to extend educational prediction of academic success and persistence by using selected psychological variables. In addition to Rotter's Social Reaction Inventory, the Manifest Anxiety Scale and the Occupational Aspiration Scale were administered. Traditional predictors such as high school average, and a standardized test, the Regents Scholarship College Qualification Test (RSCQT) were included. Socioeconomic variables were also analyzed.

Findings revealed that there were no statistically significant differences in the characteristics of persisters and withdrawers, and that the psychological, educational, and socioeconomic variables were not particularly effective in predicting success and persistence, but that the traditional predictors, high school average and RSCQT, were the most efficient.

Mynatt, H.L. The Effects of a Developmental Education Program in a Community College Upon Self-Concept, Grade Point Average and Attrition. (East Texas State University, 1972) 73-4442.

The effect of the developmental education curriculum was the primary factor under investigation in this study. First semester enrollees were divided into three groups: Group I--students who were counseled and/or advised to enter the General Studies Program but rejected enrollment, Group II--students from randomly selected first semester college parallel English classes, and Group III--enrollees in the General Studies Program. The three groups were pretested and posttested, using the How I See Myself Scale. Grade point average was determined at the end of the Fall Semester, and Registrar's records were used to ascertain reenrollment for the following semester.

Some conclusions were: (1) the developmental education program did not have a significant effect on its enrollees' self-concept, (2) grade point averages were significantly different among the three groups with students in Group III significantly higher than Group I, but not different from Group II, and (3) the holding power of the General Studies Program was considerably greater than for the other forms of curricula under investigation.

Nutt, J.D. A Comparison of Selected Dropouts and Persisters at Shoreline Community College with Respect to Selected Non-Academic Characteristics. (Washington State University, 1974) 74-16,387

The sample of students in this study included dropouts, persisters and students who stated, at the beginning of the freshman year, that their goal was to transfer to a four-year institution. Students were matched according to sex and tested academic ability, using the Washington Pre-College Test.

The score used in the matching procedure was the All-College Prediction Score (ACP). The students were then compared with respect to selected non-academic characteristics, such as student's perception of parental attitude toward college attendance, career plans, participation in extracurricular activities, part-time work plans, etc.

An analysis of the data showed dropouts to be older and less confident of their academic ability. Dropouts in the upper half of the ACP scores exhibited a negative self-concept, both in academic ability and extracurricular involvement. Lower half dropouts showed a strong reliance on the peer group, and their parents were perceived as placing little value on higher education. They were less active in high school activities.

Remedial techniques should include intensive counseling to build self-image and a method of combating negative peer group influence was called for. Potential dropouts of different sexes and ability levels would need to be treated separately.

Pappas, G. A Descriptive Study of the Drop-Out Student in a San Diego Community College. (United States International University, 1975) 74-24,526.

The purpose of the study was to examine and appraise the student drop-out rate. The three main objectives to be achieved in order to accomplish the purpose of the study were: (1) an appraisal of specific variables that might affect the drop-out rate, (2) an appraisal of the correlation between the teachers' student drop-out rate and specific variables, and (3) interviews with students to assess conditions that might lead to attrition.

Information was collected from student personnel records, counseling records, class rosters, and student interviews. Analysis of data showed five significant demographic conclusions: (1) the teacher is important to the drop-out rate, (2) high school grade point average is a good indicator of success in the community college, (3) the score on the entrance test is also a good predictor, (4) it is more difficult for the working student to persist, and (5) students who took the review English course did not fare better than students who did not take the course.

Parilla, R.E. A Lifestyle Analysis of Registration, Attrition, Transfer, and Graduation of Full-Time Students Who Entered Cuyahoga Community College in the Fall of 1968. (Florida State University, 1973) 73-25,124.

The population for this study included all the first-time students of the college, Fall 1968, who were residents of Cuyahoga County, Ohio. In addition to student data taken from college records, the socioeconomic status (SES) information necessary to determine the SES indexes was taken from 1970 census data for Cuyahoga County. Each student was identified with his/her home census tract and indexed into one of four SES index areas.

The evidence led to the following conclusions: (1) lifestyle was significantly related to initial enrollment, with the lowest under represented and the upper

middle over represented, (2) lifestyle was related to earning an associate degree in two years, but not to earning it in three or four years, (3) lifestyle was not significantly related to transfer during the first year, but upper lifestyles tended to transfer to a greater extent after the first year, (4) lower lifestyle students were more likely to withdraw during the first year, but beyond the first year lifestyle was not significantly related to withdrawal, and (5) withdrawing from college with poor grades, for full-time employment, or to enter the military was not related to lifestyle.

Preller, R.E. Persistence and the Characteristics of Students at an Urban-Suburban-Rural Community College. (Illinois State University, 1972) 72-22,912.

The two problems considered were: (1) whether or not there were any significant relationships between persistence and any of the variable student attributes routinely known as the students matriculate or progress in their studies, and (2) if students who terminated their studies before completion were really "dropouts" in the sense that they were "failures."

The findings indicated that cumulative college grade points varied with persistence, as did composite American College Test scores, percentile ranks in high school graduating class, and to a lesser extent, the sizes of high school graduating classes, with smaller classes positively related to persistence. Students enrolled in transfer mathematics and science tended to persist the longest and terminal general studies students, the shortest period of time. Those students leaving full-time study should not be thought of as failures or "dropouts" since typically they are not lost to formal education.

Sondalle, M.P. The Academic Cluster Group and Its Effects Upon the Achievement, Attrition, and Attitudes of Freshmen Community College Students. (University of Washington, 1974) 74-29,508.

Based upon Theodore M. Newcomb's theoretical model concerning student peer group formation and influence, the researcher postulated that students scheduled to take classes together as an academic cluster group would demonstrate a higher level of academic achievement, a lower attrition rate, different perceptions of the college environment, a higher rate of satisfaction with their college experiences, and a lower rate of personal stress within the college environment than students taking alternate sections of the same courses, but not scheduled as a cluster group.

The major findings indicated that although clustering had no effect on first year attrition, significant numbers of clustered students did persist through the second year and earn degrees. Clustering, however, did not influence the remaining aspects. It was concluded that this was due to the particular environmental characteristics of the college and the failure of the design of the study to ensure for the establishment of socio-psychological groups.

The findings from the longitudinal student data and personality trait measures indicated both theoretical and practical implications for the further study of personality factors and their relationships to the realization of community college students' educational goals.

Sykes, A.B. The Effect of Tutoring, Reading Instruction, and Financial Stipends Upon Student Achievement, Attrition, and Attitudes at Compton College. (University of California, Los Angeles, 1971) 72-2922.

The experimental group for this study was selected from a special program (Project Hope). The subjects were randomly selected from first semester freshmen who scored at or below the tenth percentile on the Cooperative School and College Ability Test and below 90 on the New Purdue Placement Test.

Four groups of 36 each were studied using various combinations of treatment: tutoring, special reading instruction, $30 per week stipends, and reported earnings. The fifth group was a control: no treatment and no reported earnings. The criterion for assessment was improved grade point average, lower dropout rate, and improved study habits and attitudes.

Results indicated that Project Hope was not significantly affecting student achievement as measured by grade point average or study habits and attitudes. It did appear to improve reading skills and to lower the dropout rate for this group of students. The evidence was not adequate to measure the impact of finances upon attrition. Recommendations for further study included a replication of this research with various modifications.

White, J.H. Individual and Environmental Factors Associated with Freshman Attrition at a Multi-Campus Community College. (George Washington University, 1971) 72-3745.

The purpose of this study was to analyze the association of certain individual factors and characteristics of the campus environment with patterns of persistence, transfer, and voluntary nonpersistence for freshmen. The sample consisted of 205 nonpersisters who did not register at the college for the beginning of their second year, and 303 persisters who did.

Student demographic data, obtained from college records, and student perceptions of campus and personal environment, obtained from a mailed opinionnaire, were analyzed both separately and in various combinations to study the interaction between student and campus. Fifteen factors were found to be significantly related to persistence. They included first semester grade point average, level of academic motive for attending college, level of educational aspiration, perception of adequacy of family financial resources, delayed matriculation, and ACT English score.

In general, nonpersisters stated these reasons most frequently as important in their decision to interrupt attendance at college: uncertain goals, lack of interest, personal and psychological problems, financial problems, poor grades, conflicts with parents, and college courses not related to one's goals.

Multiple Institution Studies

Anderson, D.L. Recruitment, Programs and Retention of Disadvantaged Youth in Florida Community-Junior Colleges. (Florida Atlantic University, 1973) 74-1673.

In order to determine the effectiveness of recruitment methods, retention procedures, and programs for disadvantaged youth, a survey questionnaire was sent to the counseling departments of the 28 Florida Community Colleges and seven satellite campuses.

Data were requested in the areas of methods of recruitment, ethnic and economic categories included in disadvantagement, selection methods, material aid given by the college to disadvantaged students, extent and effectiveness of vocational programs, present status of student retention and follow-up programs on dropouts.

The analysis of the data showed that: Florida Community Colleges have diverse offerings and student populations, the commitment to serve in general is more evident than is research to determine specific opportunity for the disadvantaged, special training programs are geared to the academic offering of the college with conservative emphasis on remediation, and there seems to be an unwillingness to admit a need for institutional change, especially as programs relate to retention. Future studies are needed which obtain evidence from the dropouts.

Delany, Jr., W.S. A Critical Analysis of Persistence of Vietnam Era Veterans in Selected Urban Community Colleges in Texas. (University of Texas at Austin, 1973) 74-5226.

Vietnam era veterans now constitute one-sixth of the students in community colleges. This study investigated, by means of questionnaire and college records, selected factors from veterans' military backgrounds, their attitudes toward certain aspects of college environment, and academic performance to determine the effects of these factors on persistence.

Significant differences were found between persisters and nonpersisters, but none between race-ethnic groups. Significant differences appeared in the areas of attitudes toward the counseling office, attitudes regarding instructors and instruction, efforts of the college to serve veterans, acceptance on campus, and overall attitude. There was also a significant difference in the academic performance of persisters and nonpersisters. None was found between those who served in Vietnam and those who did not.

Horton, N.K. A Descriptive Evaluation of Persisters and Non-Persisters in Texas Community Colleges. (Texas A & M University, 1973) 74-13,071.

This research was conducted for the purpose of determining characteristics of sophomores in community colleges since deviation from standards for

each variable or characteristic common to sophomores, as compared to freshmen, might indicate reasons why freshmen do not persist in the community college. Scores on the Holland Vocational Preference Inventory, College Inventory of Academic Adjustment, a Student Questionnaire, the American College Test (ACT), and overall grade point ratios were used.

Some major conclusions were: (1) sophomores exhibited higher mean scores on the ACT on three of four academic areas, (2) sophomores appeared more adjusted to college and were better equipped emotionally to handle upsets, and (3) sophomores who showed an interest in service-related fields generally persisted. Some differences based on sex were also found.

Merritt, J.E. Analysis of Academic Achievement, Biographical Characteristics, in Relation to Persistence Descriptors of Selected Virginia Community College Students. (University of Virginia, 1974) 74-23,320.

This study was conducted to determine if there were biographical characteristics and academic variables which reveal differences between students who complete their program of study and those who do not persist to the attainment of a B.A. or A.A.

The subjects were stratified into two groups: college transfer and occupational. They were further classified as Persisters I--graduates, Persisters II--transferred to a four-year college, continued at the community college, or went to work in their curriculum area, and Nonpersisters--left the community college and not in one of the above categories. Data were collected from American College Test scores, community college and high school records, and a biographic questionnaire.

It was determined that certain academic variables distinguished significantly among all three categories in both groups. No significant differences were revealed by the biographic variables because of inadequate numbers in the biographic cells, but some noteworthy descriptive differences were found.

Some conclusions were: (1) biographic data can be used for counseling students who are potential Nonpersisters, and (2) colleges cannot assume that obtaining a degree was the entering student's objective since obtaining job expertise for occupational students and two years of education toward a B.A. for transfer students were significant goals.

Snyder, F.A. Financial Assistance in Selected Pennsylvania Community Colleges and Its Relationship to Persistence and Achievement. (University of Maryland, 1971) 72-1648.

The several objectives of this study were to identify personal and background characteristics of recipients and non-recipients of aid and employed and non-employed students, and to examine various relationships between (1) characteristics, aid, and employment, and (2) levels of persistence and academic achievement.

Results showed that recipients of financial aid had lower socioeconomic backgrounds than non-recipients, but the two groups differed little in academic backgrounds. Scholarship recipients tended to have high ACT scores, and loan recipients, lower scores.

Over half of the respondents held jobs as freshmen, and men worked longer hours than women. The proportion of employment used for meeting educational expenses was estimated by students as three-fourths.

Aid recipients and non-recipients did not differ significantly in college achievement and persistence when effects of high school rank and family income were held constant, but because of aid-recipients' lower socioeconomic backgrounds, the findings were interpreted to indicate some probable benefits of financial aids to educational outcomes.

Woods, E.W. A Comparison of the Perceptions of the Academic Environment of Selected Alabama Public Junior Colleges by Persisting and Non-Persisting Students. (Auburn University, 1971) 72-2225.

This study was composed of three phases: (1) comparisons of the persisting and non-persisting students' perceptions of the real or the ideal academic environments, (2) comparisons of the subjects' real versus their ideal perceptions of the academic environments, and (3) comparisons of the non-persisting students' real or ideal perceptions according to the programs of study in which the subjects were enrolled. The Junior College Environment Scale was used as the instrument of measurement.

The study revealed that both groups had similar views of the real and the ideal academic environment except at one college. All the subjects had a significantly different view of the real academic environment in comparison to their perception of the ideal. Comparisons of non-persisting students by program of study yielded significant differences among the three groups--subjects in transfer programs, vocational/technical students, and those in "other" or non-classified programs.

PUBLIC COLLEGES AND UNIVERSITIES

Single Institution Studies

Baier, J.L. An Analysis of Undergraduate Student Attrition at Southern Illinois University at Carbondale, 1970-1973. (Southern Illinois University, 1974) 75-102.

The purpose of this study was to determine the nature of the university's 40-50% undergraduate attrition rate. Students who entered in the 1970 Fall Quarter were divided by high school or transfer entry and by sex. They were then classified by enrollment status as of Spring Quarter, 1973. It was found that three years after entering SIU-C, 47.4% of the high school entries

and 45.2% of the transfers were either suspended or had withdrawn, and of these, over half voluntarily withdrew while in good academic standing.

Using a number of demographic, academic, institutional and socioeconomic variables, it was found that: (1) academic success could be more accurately predicted than could academic suspension or withdrawal for high school entries, (2) academic withdrawal could be more accurately predicted than academic success for transfer entries, and (3) voluntary withdrawal was the most difficult to predict for both groups. Of the variables selected as possible predictors of enrollment status, nine were found to be most predictive.

Based on the findings, it was recommended that SUI-C review the effectiveness of its new student recruitment, academic advisement, and developmental skills programs, its student services, financial aid programs, and General Studies programs in relation to the attrition problem and the mission of the university.

Bean, A.G. Personality Measures as Multiple Moderators in the Prediction of College Student Attrition. (University of Pennsylvania, 1970) 71-19,203.

Bean's study asked two general questions: (1) Are personality measures useful as moderators of the relationship between measures of scholastic aptitude and attrition? (2) Do personality measures increase the predictability of attrition when added to measures of scholastic aptitude in a linear regression analysis?

The verbal and mathematical scores of the Scholastic Aptitude Test (SAT) were selected as the predictor measure. The criterion variable was persistence versus academic dismissal, excluding students who withdrew. The moderator variables were sex of student and four personality measures drawn from the Runner Studies of Attitude Patterns: (1) independence, (2) acquiescence, (3) assertiveness, and (4) tool interest.

The results showed that only acquiescence and assertiveness defined stable, differentially predictable subgroups. As predictors, the four personality measures did not substantially increase the predictability of SAT scores and sex of student combined. Personality measures of independence and acquiescence can act as moderator variables when SAT scores are used to predict college student attrition, yet be of little value as predictors.

Berg, A.S. Selected Factors of Dropout and Non-Dropout Freshmen Under Open Admissions at Queens College, CUNY. (Fordham University, 1973) 73-26,706.

This study sought to compare selected demographic, performance, personal and economic factors related to dropout and non-dropout day freshmen who would have been traditionally accepted and those who would not in the Open Admissions Program, 1970. Comparisons were made with Fall 1969 freshmen in the Non-Open Admissions Program, both dropouts and non-dropouts.

Conclusions were: (1) the Open Admissions Program had no effect on persistence among freshmen, (2) distance and time in travel did not contribute to dropping out, (3) remediation contributed to persistence for non-traditionally accepted freshmen, (4) younger students were more likely to persist, (5) advisement was significant in persistence for non-traditionally accepted freshmen, (6) high school rank did not strongly predict persistence, (7) ratings of high schools were not significant, (8) low college grade point averages signaled dropouts, and (9) choice of major, sex of student, residence in poverty areas, and financial aid were not relevant to determining persistence.

It was recommended that high school seniors continue to be allowed to choose a CUNY college regardless of distance, that high school percentile rank as a criterion for admission should be re-examined, that choice of major at college entrance no longer be required, but with interdisciplinary freshman orientation programs held year-round, that placement tests be administered to all college bound students at the end of the high school junior year, with remediation provided for seniors, that advisement should be required for failing or near-failing college freshmen, and that early admissions of qualified high school juniors be considered. Some recommendations for further research were also made.

Brooks, J.N. An Identification of Factors Which Appear to Exert a Holding Power on Eastern New Mexico University Students. (New Mexico State University, 1971) 71-24,632.

Students who completed their degree were compared to students who enrolled at the same time but did not persist into their second academic year. The data collected were from personnel files and permanent records of the students. They included age, sex, high school grade point average, ACT composite score, size of senior class and type of high school, marital status, initial major, social fraternal affiliation, past military service, delayed or immediate college entrance, and occupation of head of household.

The results showed that dropouts tended to have a lower ACT composite score, 17 or less, and a high school grade point of less than 2.0. The lower the level of employment of the family breadwinner, the more likely the student was to leave. Significant numbers of younger freshmen, 17 to 18 year olds, persisted as did students who attended college without an interruption between high school and college. More successful students declared a major at initial enrollment than did dropouts. Sororities and fraternities appeared to exert a holding power. The other variables did not yield any significant differences.

Brown, R.A. The Effect of Self-Awareness Classes on the Attrition Rate of College Freshmen. (University of Pittsburgh, 1972) 73-1649.

This study attempted to evaluate the effect of group counseling procedures on classroom size groups of college freshmen. During an orientation meeting,

freshmen were asked, "Do you expect to graduate?" on a questionnaire being used to determine their reasons for attending college. Of freshmen expecting to graduate, the attrition rate of those counseled was compared with those who did not receive counseling.

The total freshman class was invited to attend the self-awareness classes. In addition to these volunteers, four other classes were selected to receive the treatment. Consequently, non-volunteers who received treatment were included, as well as some volunteers who did not attend the classes. Prior to the treatment all groups being compared on attrition were compared on predictors of college success to insure equal ability to remain in college.

The results indicated that group counseling can lower attrition rates of college freshmen, that attitudes are an important factor in the ability to remain and those attitudes can be effected through these classes, and that those who do not seek help can in fact be helped by selecting them for self awareness classes.

Cochran, J.A. A Descriptive Study Examining Grades, Reading Ability and Attrition of Certain Low Income Freshmen at Arizona State University. (Arizona State University, 1974) 74-20,127.

The purposes of this study were: (1) to obtain a descriptive profile of academic and demographic characteristics of low income freshmen using the American College Tests, Nelson Denny Adult Reading Test and Cohort Questionnaire, and (2) to determine the effect of three treatments--counseling aid, academic aid, and no treatment--on college grades, reading scores and attrition.

While various significant correlations were found among the tests, demographic variables, and treatments, the results of the study were not considered sufficiently conclusive to develop definitive programs for implementation. Instead, a five-year research model was developed so that the current study, with modifications, could be extended to obtain more conclusive results. Financial aid and different counseling treatments were added as influences to be examined in the model.

Cooper, W.R. A Longitudinal Study of Characteristics Associated with Attendance Persistence for Selected Groups of Students at Arizona State University. (Arizona State University, 1974) 74-5457.

The sample studied was composed of 420 students selected randomly from the 1964 freshman class. The descriptive data consisted of 21 selected characteristics. The sample was stratified into six groups: the sample, graduates, dropaways, survivals, and withdrawals, voluntary or forced.

Among the findings were the following: (1) males and females tended to dropaway at equal rates and tended to withdraw at near equal rates, (2) dropaway rates for married students were higher, (3) the forced withdrawal group had the highest "poor" conduct, (4) students whose parents were non-professionals

tended to do as well as children of professionals, (5) in all groups, except the dropaways, the number of students in the upper 50th percentile was more than twice that in the lower 50th percentile, (6) final grade point average was a highly significant factor between graduates and dropaways and between voluntary and forced withdrawals, and (7) sex and age were significant only between voluntary and forced withdrawals and between dropaways and survivors.

Dunn, B.R. Educational Borrowing Through Guaranteed Loan Programs: Perceptions of Ball State University Dropouts. (Ball State University, 1973) 74-2936.

Information was gathered by means of a questionnaire sent to students who had borrowed through the Guaranteed Student Loan Program and who had withdrawn from school before completing a degree program.

The analysis of the data revealed that these students were usually single at the time of borrowing but tended to marry at a later date, were not dependent on parents for financial support, and came from homes of parents having a wide range of annual gross incomes. They were more likely to borrow through the loan program than obtain money for education expenses from any other source, did not use the money for purposes other than education, and tended not to default on repayment to the lender.

The student borrowers perceived the loan program as a positive effect on the decision to attend college, but not on the selection of Ball State as the institution to attend. They perceived the overall borrowing experience as satisfactory but believed the basis for repayment should have been a combination of the amount borrowed and the borrower's income after leaving college.

Dutt, L.G. Student Persistence in College: An Analysis. (University of Kentucky, 1971) 72-9387.

Attendance patterns of the freshman class which entered the University of Kentucky, Fall 1964, were observed for 13 semesters. Twenty percent of the class graduated in four years and by the end of six and one-half years 43.1% had received degrees from the university.

Findings showed that the first three semesters represented a crucial period. Men were more apt to leave for academic reasons than were women. Significant differences were also found between the proportion of men and women entering and graduating.

Persisters and defaulters were interviewed and significant differences were found in family continuity, college completion by fathers of the students, undergraduate college of enrollment during the freshman year, and mean scores on each of the American College Tests. Persisters and defaulters both entered college for vocational reasons. Defaulters left primarily because of academic difficulties.

A multivariate analysis of variance was performed with five attendance levels for both men and women, using the Omnibus Personality Inventory. These findings revealed that when ability is controlled, sex and attendance grouping has a significant effect on personality scores.

Greenwood, C.H. Characteristics of Black Freshman Dropouts at Ball State University. (Indiana University, 1972) 73-10,823.

Characteristics of black students entering the freshman classes of 1968 and 1969 and who dropped out during or at the end of the freshman year were compared with those who continued into their sophomore year. Data were gathered from university records in 18 categories.

Significance was found in the five characteristics of age, high school rank, financial aid, admission status, and entrance test performance. One conclusion was that the characteristics involving significant differences were those unrelated to race, with the acknowledgment that finances, parental education, family size, etc., may aggravate nonpersistence in blacks.

Other conclusions were that finances and late starting affect persistence but that these may be related to each other and to other non-significant characteristics. Recommendations included similar studies about whites for comparison, and improvement in financial aid and counseling for Ball State blacks.

Gustavus, W.T. Successful Students, Readmitted Students and Dropouts: A Study of Differential Patterns of College Achievements. (Florida State University, 1970) 71-7023.

The influence of selected factors on student success was investigated in this study. A comparison of the three groups showed a significant relationship between degree of success in college and father's education and between degree of success and early college performance.

In the first two years of college the significant factors in degree of success were found to be self-report of the importance of college, graduate school plans, number of changes made in academic major, type of residence lived in, and perception of friends' academic ability.

For the final two years of college, a significant relationship was found between degree of success and number of hours studied per week outside of classes, graduate school plans, number of changes in academic major, and perception of friends' academic ability. Early commitment to an academic major was found to have a significant relationship to degree of success.

Hooks, C.M. An Exploratory Study of Freshmen Student Attrition at UCLA: 1968-1971. (University of California, Los Angeles, 1973) 74-11,536.

The purposes of this study were to: (1) describe the two groups of students involved, freshmen 1968-1969 and 1970-1971, who had dropped out, (2) discover their major reason for leaving and ascertain the circumstances under which they would have continued, (3) assess the affect of campus disruptions upon attrition, and (4) report their activities at time of interview, both academically and non-academically. Data were compiled from university records and an in-depth personal interview.

Four conclusions were drawn from the results: (1) the students involved came from a diversity of backgrounds, (2) the fact that a majority of both groups left by choice indicated that factors other than poor scholarship were responsible, (3) campus disruptions during the period were an important factor in freshman student attrition, and (4) leaving UCLA did not signify termination of education for a large part of both groups surveyed.

Howitt, D.E. An Analysis of Voluntary Attrition and Persistence at Kearney State College. (University of Nebraska-Lincoln, 1972) 73-15,369.

The primary purposes of this study were: (1) to compare and contrast selected intellective and non-intellective characteristics of persisting students, and (2) to analyze student assessments of the degree to which selected factors influenced their continuation or withdrawal. Data were obtained from: (1) a review of the current literature, (2) questionnaires mailed to persisters and nonpersisters, (3) college permanent records, and (4) personal interviews.

Two intellective characteristics significantly differentiated between the two samples. Nonpersisters had a lower mean grade point average and they were more frequently found in the lower quartile ranks in high school class.

Significant differences were evidenced in 16 of the 26 selected non-intellective factors, such as sex, age, financial support, degree plans, etc. Continuing students were influenced mostly by factors having a relationship to the general area of curriculum and instruction. Two general areas significantly influenced nonpersisters to withdraw: the area of personal and family conditions, followed by the influence of the general area of curriculum and instruction. The most important reasons for transferring were: major not available, dissatisfaction with the institution, and change in vocational interests or objectives.

Klindienst, D.H. Predicting the Accommodation and Progressive Retention of Selected Freshmen at Clarion State College. (Pennsylvania State University, 1971) 72-19,334.

Given that recent revisions of high school and college curricula have been aimed at the cognitive aspects of education which works to the disadvantage of already educationally disadvantaged students, this study sought: (1) to identify certain independent variables of personality and adjustment which could be used to predict the first year progressive retention of freshmen who had been identified by the college admissions officer as disadvantaged, and (2) to determine whether these variables could be used also to predict the retention of comparable but normally admitted freshmen.

Data were obtained from the administration of a battery of standardized tests, high school records, and administration of two investigator-prepared devices. A tutoring service was also instituted for the experimental group with no such treatment for the control subjects.

The greatest single factor in predicting an educationally disadvantaged student's adjustment to the learning environment was found to be his/her accommodation to the program. It was concluded that those students classified as disadvantaged must be assured of: (1) closer student-instructor interaction, (2) the development of a positive self-concept, and (3) attention toward assistance in organized learning patterns.

Morrisey, R.J. A Comparison of the Nonintellective Characteristics, as Determined by the College Student Questionnaire, of Freshman Probationary Student Dropouts and Persisters in an Urban University. (University of Missouri-Kansas City, 1970) 70-16,446.

In the given university situation where the Ability range is limited to the upper levels, it was proposed that certain specified biographical and attitudinal characteristics might have a greater effect on attrition than does Ability. A secondary purpose of the study was to determine if the College Student Questionnaire is an adequate instrument for measuring those nonintellectual variables. It was determined to be adequate, and it did discriminate reliably and validly between groups of students.

Some findings were: (1) that Fall Grade Point Average and High School Percentile Rank were positvely related to persistence for the total population, (2) that Independence, Family Social Status, and Liberalism were positively related to persistence for certain groups, (3) that Family Independence was negatively related for certain groups, and (4) that Peer Independence and Sex had no reliable association with persistence.

Some reliable relationships were not in the expected direction, based on previous research findings. Most notable among these were those concerning Family Independence, which was negative, and Ability, where students from the Middle High School Percentile Ranks behaved more unpredictably as regards persistence than did high and low Ability students.

Morrison, I.T. An Analysis of the Nature and Extent of Student Attrition at the University of Tulsa. (University of Tulsa, 1974) 74-19,533.

The purpose of this study was to determine whether there were differences among three groups of students--those who persist to a degree, those who transfer to other institutions, and students who discontinue their pursuit of higher education--on the selected characteristics of age, high school and college grade point averages, Scholastic Aptitude Test (SAT) scores, and impressions of the university, faculty, and students. The students were further partitioned by sex. The Semantic Differential was selected as the criterion instrument and made part of a questionnaire designed for the study.

The major findings were as follows: (1) there was evidence of differences among the three groups on the variables of high school grade point averages, college grade point averages, and age, and (2) there were no differences found among the three groups on the variables of SAT scores and impressions of the university, faculty, and students.

Among the recommendations were suggestions that studies of other classes be made for comparative purposes, and that exit interviews be considered as one possibility for decreasing attrition rates.

Parham, J. Relationships Between Academic Achievement, Attitudes and Attrition of Black Athletes at Arizona State University. (Arizona State University, 1973) 73-12,086.

The specific purpose of this study was to answer questions concerning the relationships between former black athletes' achievement and attrition, and between achievement and college major, differences in achievement between former black athletes classified by attrition and present black athletes, and various relationships concerning achievement and attitudes.

Four conclusions were inferred from the findings: (1) black athletes did poorly in academic subjects in college, resulting in a high attrition rate, (2) black athletes who did well academically in high school had favorable attitudes toward both high school and college coaches, teachers, administrators, and counselors, (3) those who did well in college did not have favorable attitudes toward college coaches, teachers, etc., and (4) the black athlete was aware of and concerned about his limited accomplishments.

Several of the recommendations were programs designed to improve academic achievement, counseling programs to help clarify attitudes, a decrease in the number of eligibility hours by the National Collegiate Athletic Association, and five or six year athletic scholarships. Additional research was also recommended.

Robinson, T.C. The Interaction of Student Personality Factors with the University Environmental Press as Related to Student Attrition. (State University of New York at Buffalo, 1971) 72-249.

The major purpose of this study was to determine whether congruence or dissonance existed between the personality of both dropouts and persisters and the environmental press of their university. It was hypothesized that those students who displayed congruence would persist and those who displayed dissonance would drop out. Also, the degree of congruence or dissonance between persisters and dropouts was to be determined to indicate personality differences. An attempt was also made to replicate earlier studies dealing with personality differences between persisters and dropouts. The data were generated by the Activities Index and the College Characteristic Index.

The analysis of total scores revealed that both dropouts and persisters were dissonant with their environment. In fact, dropouts and persisters both

scored significantly higher than the press scores. The tests also indicated that there is no significant difference between dropouts and persisters by personality.

Further analysis comparing persisters and dropouts by subscale with their environment yielded differences between them on a number of the variables.

Russ, J.E. Relationship Between Ability, Family Income, and Amount of Financial Aid Received by Students and Their Persistence in College. (East Texas State University, 1973) 74-11,899.

This thesis sought to determine whether significant relationships existed between the selected variables and persistence, and whether a significant relationship existed between the combined variables and persistence.

Among the significant conclusions were: (1) the amount of financial aid received was the variable found to be most related to persistence, (2) ability and family income were also related to persistence, (3) ability was related to family income and to the amount of financial aid received, and (4) ability was the variable most consistently related to persistence.

Implications were that availability of money is a determining factor in persistence, that since ability is important, low ability students should be provided with counseling, developmental courses, and tutoring in addition to financial aid, and that students of high ability from low income families should be given first consideration in the dispersion of financial aid since they are more likely to persist. Recommendations for further research were also made.

Smith, J.S. A Multivariate Combination of Academic and Non-Academic Factors Related to Student Attrition. (University of Pittsburgh, 1971) 72-16,065.

This problem was to determine if combinations of particular variables could be used to differentiate groups of student dropouts and non-dropouts by means of factors which defined the groups. Four academic and seven non-academic variables were tested as useful criteria for defining and differentiating the various student dropout and non-dropout groups.

The multivariate analysis revealed that each set could be used independently to significantly differentiate the student groups. The sets were then combined for a discriminant analysis. This treatment showed that high school rank and motivation for grades were the two variables most useful for the discrimination of groups. A canonical correlation technique revealed that motivation to maintain a high academic record was the main differentiating factor between non-dropouts and dropouts.

Generally, this study demonstrated the applicability of multivariate analytical methods for treating certain student personal data. They cannot be said to improve the predictability of student performance, but they are recommended for the development of defining factors based on separate sets of variables.

Multiple Institution Studies

Bess, R.O. Academic Performance and Persistence Characteristics of Special Admission Minority-Poor Freshmen and Regular Freshmen at Six California State Colleges. (University of Southern California, 1972) 72-25,998.

Comparisons were made between the special admission minority-poor students and regular students, and between black and chicano minority-poor students. Men and women were treated separately. Factors studied were grade point averages, degree credits completed, withdrawal rate and potential for degree completion through the first and second year.

In general, the differences found favored regular men, regular women, and chicano women. The conclusions were: (1) grade point averages for minority-poor are generally lower, (2) substantial numbers of minority-poor, especially women, can succeed, (3) minority-poor students may need as many as six years to complete a degree, and (4) minority-poor women are more likely to complete a degree, and in less time, than their male counterparts.

Studies like this should be expanded to cover the entire undergraduate period, the differences between minority-poor women and men should be studied, research on the effect of curricular patterns and remediation is needed, differences among minority-poor groups should be considered in allocating aid, and institutional changes are needed in the fact of changing socioeconomic characteristics of student bodies.

Hammond, E.H. The Prediction of Early Attrition from College. (University of Missouri-Columbia, 1971) 72-10,611.

This study tested the effectiveness of a quantitative method for predicting which entering college freshmen would drop out during the first semester or quarter. A Retention Index (RI) was constructed by combining those items from existing instruments which were found by multilinear regression item analysis to be significant predictors of college attrition.

Two sample administrations of the RI were used to develop a cross sample weighting system, and a separate weighting system for each sample. Using the separate weighting systems, 96% of the attrition population was identified at one university and 93% at the other. The cross sample weighting system identified 96% of the dropouts of both samples.

The conclusion was that the use of the RI was a successful method for identifying, prior to the beginning of their college education, those new freshmen who did interrupt their schooling during their first semester or quarter.

Holloway, E.L. Environmental Perceptions of Unsuccessful Students on Selected College Campuses. (University of Oklahoma, 1970) 70-22,987.

The primary concern of this study was to identify environmental factors that show a relationship between unsuccessful and successful students at two

Oklahoma state colleges. Unsuccessful was defined as students who are not progressing academically and who are on academic probation. Successful students are those whose grade point averages 3.00 and higher. The College and University Environment Scales was administered to a stratified sample at the two colleges.

The following conclusions appeared to be warranted: (1) the findings generally supported the assumption that unsuccessful students at different institutions have similar perceptions of their environment, regardless of the uniqueness of the institution, (2) unsuccessful male and female students reported the campus similarly on only two of the seven dimensions, supporting the notion that sex has some influence on how students perceive the campus environment, and (3) students from outside Oklahoma had a different impression of the campus press when compared with legal residents of Oklahoma.

Patton, W.S. An Investigation of Selected Factors Related to Persistence of American-Indian Students at Two New Mexico Universities. (New Mexico State University, 1972) 72-30,787.

This study sought to identify factors related to American-Indian persistence. For comparative purposes a random sample of non-Indian students was included.

Among the factors tested for classification purposes were age, sex, marital status, tribal affiliation, ACT scores, grade point average, major field of study, size of high school, Indian Club membership, and Indian or non-Indian roommate.

In summary, it was found that the "best" combination of factors was a female student less than 19 years of age when first enrolled in college, a graduate of a larger, public high school who ranked in the upper third of the graduating class, had scored 17 or above on the ACT test, and chose a major field of study within the professional field.

PRIVATE UNIVERSITIES AND COLLEGES
(2 year and 4 four)

Beyer, D.E. An Analysis of Selected Intellectual and Nonintellectual Characteristics of Dropouts and Survivors in a Private College. (Baylor University, 1971) 72-4144.

Freshman students from 1967-1970 were studied. Students from 1967 to 1969 were analyzed separately from the 1970 group. A larger number of variables was assigned to the latter. Also, the 1970 freshmen were divided into two groups, one receiving extra faculty advisement.

The results showed that over 50% of the 1967-1969 freshmen did not return for a third term. These dropouts had lower grade point averages and ACT scores. They tended to be older, and more females dropped out than males.

Students who had financial aid from the college dropped out more than those with no aid from the college.

The group of 1970 freshmen who received more faculty interest made a little improvement in their grades, but there were more dropouts in this group than in the control. The Sixteen Factor Personality Questionnaire, which was used with the 1970 group, showed that dropouts tended to be venturesome, trusting and adaptable, and lower on anxiety. Survivors tended to be restrained and shy, suspicious and self-opinionated, and higher on anxiety.

Coppock, G.S. Environmental Perceptual Influences on Student Retention at Southwest Baptist College. (Southern Baptist Theological Seminary, 1971) 72-18,363.

This study sought to isolate those perceptions of the SWBC campus which appeared to be influential in the retaining behavior of previously enrolled students. As background, a review of the plight of private colleges today and of how the potential distinctives of Christian colleges might aid their survival was included.

Data were obtained from three testings of the College and University Environmental Scales (CUES): freshmen, Fall 1968; same population, next semester, 1969; those still enrolled in Spring 1971 and who had taken CUES in the 1968 and 1969 testings.

The findings generally supported the first hypothesis which suggested that students perceiving the environment more favorably would be more likely to remain. The second hypothesis, which suggested that after an initial drop in perception from what was expected, the Community and Propriety scales of CUES would indicate a significant stabilizing trend, was not generally supported. Although a less drastic decline was observed, the stabilization was not positive in seven of eight comparisons. The highest perception was on the Community scale. A positive perception of the Community aspect tended to be most conducive to student retention.

Dresser, D.L. The Relationship Between Personality Needs, College Expectations, Environmental Press and Undergraduate Attrition in a University College of Liberal Arts. (Syracuse University, 1971) 72-6568.

To determine whether personality needs or college expectations are systematically related to undergraduate attrition, the Activities and College Characteristics Index (ACCI) scores of 762 Liberal Arts students who left Syracuse University during 1968-69 without graduating were compared with classmates, matched by sex and ability, who persisted.

These two groups were also compared in terms of the deviance of their needs and expectations from those of the average individual of the same sex in their class, the dissonance of their needs and expectations, and the dissonance of each of these with respect to the environmental press perceived by upperclassmen in 1969.

The principal finding was that Liberal Arts leavers showed significantly higher Intellectual Interests. In terms of press expectation, those who left appeared to have expected less of an Intellectual or Academic Climate, lower levels of Academic Achievement and fewer opportunities for Self-Expression.

Personality need deviance and press expectation deviance were found to be related to attrition for females but not for males. This was also true for need-press dissonance. Expectation-press dissonance was not discriminating for either sex.

Taking College Board and Activities Index scores as criteria of quality, the findings suggested that on the whole the College of Liberal Arts at Syracuse University is losing its more scholastically able and intellectually inclined students.

Evans, J.M. The University and Its Students: A Longitudinal Study of the Relationship of Cognitive and Non-Cognitive Factors to Academic Success, Retention and Achievement at One Private Liberal Arts College. (Boston College, 1974) 74-19,215.

In order to evaluate the effectiveness of the peculiar institutional worth of the Christian liberal arts college, among other things, it is necessary to know who its students are at time of entrance. The population studied included all entering students over a ten year period.

The data came from the scores of the Sixteen Personality Factor Inventory, and from the records of academic success or failure, retention, graduation, and major field of study. The institutional data were collected from an institutional self-study, the Institutional Functioning Inventory, and an historical case study of the institution.

Three dependent variables generated prediction equations for institutional use. These were academic achievement, retention, and graduation prediction. Difficulties in the formulation of variable definitions precluded verification of the latter two, enabling only "success" to be immediately useful. It was also found that Christian college students do not significantly differ from national norms on personality profiles, although some factors show measureable movement away from the mean, and thus provide a distinctive profile.

The results of the project indicated a need for replication studies, for redefinition of academic success, for intensive analysis of sub-populations at Christian colleges, and for further comparisons between students of Christian institutions and those of similar but secular colleges.

Hoffman, P.W. A Comparative Study of Student Retention and Attrition at Manchester College. (Purdue University, 1971) 71-20,472.

A random sample of students who were first-term freshmen in the Fall of 1965 and 1966 was categorized into three groups: Continuees, Transfers, and

Withdrawees. These groups were compared on a number of variables thought to be related to retention and attrition. The data were obtained by a questionnaire and from student records.

The Continuees and Transfers were similar in aptitude, educational background, and academic performance. Continuees had a higher loyalty to Manchester and were more satisfied academically and socially. Transfers desired a larger college with different course offerings, fewer restrictions, and more social opportunity. A third of the Transfers had a transfer planned when they initially enrolled.

The Withdrawees differed from the other two groups in that they married sooner, delayed college attendance, were less sure of their intentions to complete a degree when they initially enrolled, worked more hours, had a lower high school rank, lower college grade point index, and had parents with less formal education.

Scott, J.C. A Study of the Relationship Between Students' Personal Perception of Environmental Press and Attrition at a Two Year College. (University of Missouri-Columbia, 1971) 72-10,655.

Comparisons were made to determine whether or not there were differences in students' personal perception of the environmental press as perceived by graduates and transfer outs, graduates and returnees, and transfer outs and returnees.

Data were gathered through administration of the College Characteristics Index. All students at the college were tested in March, 1970.

Following are some conclusions: (1) transfer outs, in contrast to graduates, perceive fewer opportunities for engaging in activities associated with dating, athletics, and other forms of normal collegiate behavior as well as fewer opportunities available to students for self-expression and development of leadership potential, (2) transfer outs and returnees, in contrast to graduates, perceive fewer attempts on the part of the institution to preserve student freedom and to maximize personal responsibility, (3) except for student dignity, transfer outs and returnees approximate significant differences on the same factors as do transfer outs and graduates, (4) the Columbia College group, in spite of differences among them, perceived the environment as relatively nonintellectual in comparison to the normative group, with graduates having mean scores closer to the normative group, and (5) the press differences of the three groups existed exclusively in a nonintellectual framework.

Seabrooks, G.C. Factors Related to Admissions, Low Achievement, and Early Attrition of the Disadvantaged Student at the University of Notre Dame. (Catholic University of America, 1974) 74-19,476.

The purpose of this study was twofold: to test hypotheses about the religious and political beliefs of non-attrited and attrited disadvantaged students,

as measured by the This I Believe (TIB) test, and secondly, to test the validity of TIB as an alternative for measures of college aptitude and achievement.

Beliefs were used because they can be identified as radical, liberal or political. Beliefs toward diverse goals are highly correlated and only the most intelligent and most politically involved hold highly structured belief systems. The criterion measures for academic success were extracted from college records.

The findings indicated significant differences between the two samples. There was, however, a nonsignificant relationship between total TIB and academic measures of aptitude and achievement. In summary, nine out of ten hypotheses were supported and the differences in belief were highly significant. Thus, TIB was proved beneficially valid.

OTHER

Berger, D. The New College Dropout: An Examination of Factors Associated with Termination for Traditional and Non-Traditional College Students. (Columbia University, 1973) 73-15,016.

The non-traditional student was defined as one characterized by low aptitude and low socioeconomic background and who would probably not have gone to college in previous years. The study was longitudinal and undertaken at a large urban university. There were four categories in which data were collected and students were measured: cognitive, socioeconomic status (SES), motivational, and college specific.

Findings indicated that family support was significant. No relationship was found between the three cognitive measures and termination, and the SES variable and termination. This was attributed to college policies of not forcing students to resign for poor academic records, and of extensive compensatory programs.

Different ratings on perceptions of the college had either positive or negative correlations with termination depending on the student's ability and SES. For example, low aptitude students who saw college as leading to a prestigious job tended to drop out whereas their high aptitude counterparts with similar perceptions tended to remain. The apparent reversal effects were explained in terms of psychological theory.

Hannah, W. Dropout-Stayin Personality Differentials and College Environments. (University of Southern California, 1969) 70-11,367.

The study investigated the distinguishing personality traits of college dropouts and stayins, obtained by means of the Omnibus Personality Inventory,

and the institutional characteristics of thirteen diverse small colleges, using the College and University Environment Scales, in order to explain why certain kinds of students leave certain types of colleges. The students' Scholastic Aptitude Tests scores were also compiled from college records.

Based on the analysis of these data, it was concluded that: (1) students who are more diverse, complex, impulsive, aggressive, and anxious tend to withdraw from college, (2) the less integrated, more anxious, altruistic, religiously liberal students more frequently withdraw from the friendly, supporting, sympathetic environments which place less emphasis on the search for personal meaning, (3) leavers from the more vocational or professional colleges tend to exhibit greater interest in self-understanding, and relatively little in practical achievement, and (4) students who withdraw from the liberal experimental college are highly sensitive, withdrawn, artistic individuals who exhibit hostility, and are less practically oriented. Recommendations included institutional changes and programs designed to help retain these dropouts.

Johnson, C.W. Nonintellective Factors Related to College Achievement and Attrition. (University of South Carolina, 1970) 71-9716.

This study was concerned with investigating the relationship of twelve nonintellective factors to attrition and to academic achievement of students over the four-year period of their enrollment in a small coeducational liberal arts college. Variables used were a measure of achievement motivation, a measure of educational interest, and ten temperament traits.

The battery differentiated significantly between dropouts and high-achievers and between high- and low-achievers but not between dropouts and low-achievers. The variable of educational interest was not significantly different for any of the groups. Grade point ratio correlated with several other variables significantly, but the coefficients were not sufficiently high to warrant their use by themselves in prognosis of academic achievement.

Jurgela, A.R. The Development and Validation of a Scale to Distinguish Between Voluntary College Dropouts and Students Who Remain in College. (Boston College, 1970) 71-13,158.

The objectives of this study were to determine whether or not male and female "voluntary" dropout scales could be constructed from the College Interest Inventory (CII) to distinguish voluntary dropouts from "stayin" students, and to examine the feasibility of developing a linguistic-nonlinguistic scale from the CII so that college counselors could use the inventory to assist students in their selection of an appropriate academic major.

The analysis of data revealed that significant differences existed on the responses on the CII between: (1) male voluntary dropouts and male stayins,

(2) female voluntary dropouts and female stayins, and (3) males and females in general on the significant nonlinguistic items.

From these critical items, scales were constructed to identify potential voluntary dropouts, to identify linguistic-nonlinguistic preferences, and to select individuals with whom a counselor could work to modify goals, attitudes, and beliefs. Recommendations for further studies were also made.

Kendall, R.E. Achievement of Junior College Transfer Students in a Four-Year Institution: A Comparative Study of Persistence and Academic Achievement. (University of Utah, 1972) 72-33,310.

The specific problem of this study was to determine if there were significant differences in the post-transfer grade point averages and enrollment status of junior college transfer students compared with students who enrolled initially in a four-year institution (Brigham Young University).

Findings indicated that: (1) transfer students generally experienced a drop in grade point average during the first quarter after transfer, with a later gain but, generally, not up to the cumulative level achieved prior to transfer. (2) there were significant differences in the post-transfer grade point averages when the junior college transfer students were grouped by number of hours at entry, sex, college of origin, but none when grouped by marital status, and missionary experience, (3) when the criterion successful/unsuccessful was used as a measure of persistence, the above five factors did not generally discriminate between persisters and nonpersisters, but entering grade point averages did, and (4) transfer students took significantly more semester hours to complete a degree than did native students, but there was no significant difference in the number of semesters taken by either group in the completion of a degree.

Lawry, N.D. A Comparative Analysis of Selected Personal and Academic Characteristics of Community College Graduates and Dropouts. (Fordham University, 1973) 73-26,722.

Specifically, this study attempted to determine whether or not significant differences existed between graduates and dropouts on 14 characteristics such as sex, age, reason for enrolling, grade point average, etc. Data were collected from student records. Information concerning the activities of students after college and their evaluation of the community college experience was obtained through a questionnaire constructed by the investigator.

The major findings yielded the following: (1) females, younger students, and those with higher grade point averages tended to persist, and that sex, age, and grade point average were the only three characteristics which distinguished between graduates and dropouts, (2) further education and full-time employment accounted for the principal activities of the graduates and dropouts, and

(3) graduates expressed a greater degree of satisfaction with their college attendance. Both groups emphasized the importance of adequate counseling services. Recommendations included replication of this study at other community colleges, and expansion of community college counseling services.

Oldroyd, R.J. Maximizing Dropout Prediction Using the College Auto-Biographical Inventory. (University of Missouri-Columbia, 1973) 74-18,609.

This exploratory study sought to develop a method of scoring the College Auto-Biographical Inventory (CABI) that would maximize its validity.

Two different versions of CABI were administered in different years to similar groups of community college freshmen and university freshmen. Scoring keys from the common items on these two instruments were developed on one sample and cross-validated on the other.

Five empirical criterion scoring keys were constructed using responses that differentiated between dropouts and persisters by increasingly greater amounts. Suppressor type correction was attempted but was not supported by the results, nor was the moderator approach to improving prediction. In both cases, chance error introduced by the response selection process offset the gains. The most predictive of the scales were the composite scores developed by obtaining orthogonal factor scores from a principle-axes factor analysis and using multiple regression to determine weights for each factor that would maximize dropout prediction.

The conclusion was reached that the efficient prediction of early attrition is extremely difficult because so many variables can enter into a person's decision to drop out. Recommendations for further research were included.

Painter, B.C. A Scale of Social Functioning Studied in Relationship to Persistence or Withdrawal by Junior College Students. (University of the Pacific, 1973) 73-19,168.

The purpose of this study was to use the Heimler Scale of Social Functioning (HSSF) to measure life satisfactions and frustrations of a stratified sample of students who had dropped out or had persisted into the second quarter.

An analysis of variance three-way design was selected with the dependent variable the positive or negative score on the HSSF, and the independent variables dropouts or persisters, sex, and stated college goal, either terminal or transfer. The failure to get significant differences from the analysis of variance statistics could be attributed to either inadequacies of the hypothesis or the small sample.

The HSSF indicated the following strengths as a counseling tool: (1) ease and speed of administration, (2) interpretation rested on the respondent's view of himself, and (3) the graphic presentation of the scale results seemed to provide stimulus to self-evaluation within the counselor-student conference.

The findings strongly supported the need for continued effort to personalize and individualize personnel service to students in order to provide guidance for the expanding heterogeneity of the student population.

Renas, S.M. An Economic Analysis of Academic Dropouts. (Georgia State University, 1971) 72-2996.

The objective of this thesis was to examine the impact of imperfect capital markets on the educational investment decision. Earnings while attending college are typically lower than earnings a person could receive had he/she dropped out the year before. As a result, a student may require financial assistance before pursuing additional education. Since schooling is an illiquid asset, a lender assumes a considerable risk and will likely turn down a student loan without external guarantees of repayment.

A theory of investment in human capital was developed, in which people select that educational investment opportunity which permits them the highest expected utility surface, which is a function of their intertemporal pattern of consumption. It was estimated by simulation the degree to which a person's willingness to defer gratification and ability to finance his/her education may affect the decision to remain in school.

The findings demonstrated that a person's willingness to defer gratification and his/her desired level of education are, in most cases, positively correlated. A student's decision to remain in school is frequently affected by his/her success in obtaining financial assistance. A student may drop out early if he/she experiences difficulty in financing his/her education. However, the level of academic attainment may be increased if financial assistance to students is provided on a broader scale.

Robinson, L.L. Classifying Dropouts Using the College Auto-Biographical Inventory. (University of Missouri-Columbia, 1973) 74-18,625.

The purpose of this study was to analyze the College Auto-Biographical Inventory (CABI) by multivariate statistical procedures in an attempt to determine if diagnostic profiles could be developed that identify "types" of college dropouts.

The number of factors being measured by the CABI was determined and the data matrix was reduced to a matrix of standard scores.

A cluster analysis was performed to identify subjects that had scores with the closest distances to each other. Computer program limitations made it necessary to sample the data. The first analysis was conducted on a 10% stratified random sample; the second, on an equal number of dropouts and persisters.

Results of the first sample identified: (1) female persisters, (2) male persisters, and (3) mixed dropouts-persisters. The second analysis

identified: (1) a female dropout group, (2) a male dropout group, and (3) a large combined profile group.

There were three sets of profiles in the female group: (1) female dropouts from all schools, (2) female dropouts from four-year institutions, and (3) female dropouts from two-year institutions. Two clusters were identified that related to male dropouts: (1) four-year male dropouts, and (2) two-year male dropouts.

Saliba, W.S. The Development and Validation of a Scale to Distinguish Between Involuntary College Pushouts and Voluntary College Dropouts. (Boston College, 1970) 71-16,155.

The purpose of this research was to determine whether or not both male and female involuntary pushout scales could be constructed from items on the College Interest Inventory (CII) so as to distinguish involuntary pushouts (academic and disciplinary dismissals) from voluntary dropouts (those who leave of their own accord before the second semester of their sophomore year).

It was concluded as a result of the analyses that specific selected items on the CII do make critical distinctions between male responses of the two groups and between female responses. From the critical items identified, scales were constructed to identify potential male and female dropouts, and hence, select individuals with whom a counselor can work to modify goals, attitudes, and beliefs.

It was recommended that: (1) further research be made to distinguish between academic and disciplinary dismissals, (2) additional students and a wider range of colleges be studied, (3) similar research to develop local norms be encouraged, and (4) an attempt to establish the correlation between the CII and certain other instruments be made.